It is a government expectation that schools have a capacity to deliver a remote and blended learning approach. In planning and, if necessary, implementing such arrangements, we will try to make them as fair and manageable for staff as well as meaningful and equitable for pupils.

We must offer immediate remote education if:

- o   Individuals or groups of pupils need to self-isolate, but the rest of the school is still open; or
- o   There are local or national restrictions that mean most pupils need to stay at home, like during the initial school closures in March.

We must have a contingency plan for providing remote education in place by 22nd October 2020.

Aims:

- To maintain community relationships and ensure that school continues to be an active presence in the lives of our families;
- To enable children to continue having a sense of being a part of their class and in contact with teachers;
- To enable teachers to encourage and support children with home learning and minimise disruption to their education as far as is possible.
- To ensure consistency in the approach to remote learning for pupils who are not in school
- To set out expectations for all members of the school community with regards to remote learning
- To provide appropriate guidelines for data protection

Objectives:

When teaching remotely, staff are expected to:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Set tasks and activities so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these tasks
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by a teacher in your school or through curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

We must consider these expectations in relation our pupils' age, stage of development and SEND, and try to avoid making significant demands for parents' help or support.

We support the philosophy that all pupils should receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

At St. George's, our focus is on the benefits of supporting children to become independent and self-regulated learners; skills which will continue to be important in future phases of their education and encourage 'life-long' learning. This reflects our care for children and families through ' Many hearts make a school' and encompasses our vision to provide an excellent, well –rounded education which celebrates academic, emotional and spiritual achievement and prepares everyone to fulfil their full potential in an inclusive environment in God's World.

Home learning (homework) is part of our school routine. Our children have access to on-line learning programs which they regularly use in school, for example, Mathletics, Lexia and Times tables Rockstars. This familiarity will support them in tackling remote learning with a relative degree of independence and without over-relying on adult time or support. In this way, children are not so disadvantaged should parents be working or have other caring responsibilities or if they themselves find some aspects of learning challenging.

Throughout the process of planning our 'in-school' curriculum, teachers have been mindful about children who could be isolating or subject to bubble/school closure. We have worked on the premise of 'blended learning': learning which is planned for the classroom but can be easily adapted for home learning should the need arise. This will align as closely as possible with our in-school provision. We are also mindful of the fact that face to face, live teaching in a school environment is always the most effective way of delivering the curriculum to our children.

Online Learning Information
The school website/APP, Dojo and Seesaw (for Early Years) are our main way of communicating to all of our parents and carers. We use the school website/APP platform to inform parents of current news in school, to celebrate class activities and also to provide focused home learning activities and associated resources. This platform also provides links to a variety of useful websites which will complement the curriculum. Please see Appendix 1 for examples of suggested current websites. Our website/APP also has quick links to the Maths and English programs used in school (Mathletics and Lexia). Dojo and Seesaw are also efficient parental communication tools which provide portfolios for individual children in which work can be set, marked and feedback given.

Each class teacher has shared their school e-mail address as a means of regular communication to parents and carers. If parents wish, they may also use the admin email address (admin@stgeorges.darlington.sch.uk) or the school telephone number (01325 332230) as a means of communication.

Access to Technology at Home
Surveys have been conducted to find out about children's access to technology. This has helped inform school as to children who may need the provision altering to suit their needs and circumstances. We will print any resources which are needed for children who are unable to access a printer. Class teachers are fully aware of their children's requirements and circumstances and will use this information to inform any adaptations to the planning and delivery arrangements. Our curriculum sequences are planned to allow offline, such as resource packs, books etc as well as online resources such as tests, quizzes, teaching videos etc.

Roles and responsibilities

Teachers
When providing remote learning, teachers must be available between 8.30am and 4.00pm.
If they're unable to work for any reason during this time, for example due to sickness, they should report this using our normal absence procedure by contacting the relevant colleagues. If they are working from home due to a COVID-19 related absence, they will be expected to fulfil their duties remotely, where possible.
When providing remote learning, teachers are responsible for:
- Setting work for individuals or small groups who may be self-isolating or for the whole class bubble in the event of partial or whole school closure; (Refer to Appendix 2 for information explaining the 4 tiers of restrictions)
- Meeting our agreed curriculum requirements for home learning, including;
  - Provision of an example of a weekly timetable which can be adapted and amended by parents as required. The length of individual lessons may vary and is at the discretion of each teacher to decide what is appropriate.
  - Daily maths lesson: The White Rose Maths Scheme is often used in school and White Rose is publishing home learning videos and resources that link to the same curriculum areas which are being taught in school. In the event of a partial or full closure, or a child self-isolating, the teacher will inform parents which areas of maths the class are working on in school and provide work and associated links to support the learning of specific objectives. Teachers will also inform parents of various other useful

resources as appropriate which link to the specific areas being taught such as Mathletics, Times Tables Rockstars, Oak Academy and BBC Bitesize.

- o Daily English lesson: All children will be expected to have a daily English lesson with a mixture of both reading and writing activities and teachers will provide appropriate resources linked to specific objectives. Examples include Lexia, Oak National Academy, Oxford Owls and Talk for Writing
- o Daily phonics lesson (Foundation Stage and Key Stage 1): Reception and KS1 teachers will inform parents which aspects of the Letters and Sounds curriculum are being taught. Videos and activities linked to the relevant sounds will be shared with parents.
- o Spellings-teachers will inform parents of the focused weekly spellings which the children need to practice and where appropriate will provide related activities.
- o Independent reading (in addition to the reading within the daily English lesson) Children should be encouraged to maintain daily independent reading. This should include the home school reading book and any additional materials as appropriate, such as their own books, magazines, newspapers, comics and access to reading online. (see Appendix 1 for suggestions)
- o Weekly lessons for foundation subjects (eg, RE, science, history, geography, music, computing, art, Languages). These will complement the same objectives and areas of study which are being followed in school. Teachers may also use resources and videos from appropriate sources linked to the objectives being taught.
- o As PE may be difficult to teach remotely, we encourage all children to participate in daily physical activities for at least 30 minutes in order to maintain fitness.
- o At least one weekly PSHE lesson related to the relevant aspects of the PSHE curriculum. Teachers will also provide the resources required. There will be a particular focus on Mental Health and Well-being.
- o Parents are to be informed of the current focused Christian Value and related Bible stories and themes as indicated on our Collective Worship termly planner.
- o Supporting pupils with SEND- Teachers should bear in mind that some children may need individualized planning to suit their needs.
- Providing appropriate feedback on work uploaded by pupils or returned to school as hard copies. This may involve the scoring of quizzes, responses to written activities, targets for improvement and motivational comments. Teachers can use quizzes or tests on core content as a regular feature of assessing progress.
- Keeping in touch with pupils and parents
  - o In the event of a full or partial closure, teachers will communicate with children and parents using the APP/ website, staff email, Dojo or Seesaw, admin email and telephone calls.
  - o In the case of single pupils or very small groups, work will be set which mirrors similar tasks taking place in school.
  - o Relevant staff can reply to messages which have been received during school hours at the end of the school day. Messages sent to teachers after 4.00pm may not receive a response until the following working day.
  - o Where possible, teachers are also expected to make regular telephone contact with parents of any children self-isolating or in the case of partial or school closure in order to discuss remote learning, reinforce expectations and praise children's efforts.
  - o As stated in the DfE guidance for full opening, staff should monitor pupil engagement with remote education provision. Where monitoring indicates a lack of motivation and engagement, staff should address this by communicating with the pupils or parents to explore ways to secure re-engagement.
- All staff are expected to continue to follow our normal safeguarding procedures.

Teaching Assistants/ Classroom Assistants
During partial or school closure, teaching assistants must be available during their normal working hours to support with remote learning as well as any other relevant duties. They may be responsible for supporting identified pupils by answering queries through telephone contact. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure by contacting the relevant colleagues.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for co-ordinating the remote learning approach across the school and monitoring the effectiveness of remote learning. It is important that children engage with the remote education provided so that they don't fall behind with their learning. However, we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. Senior leaders are also responsible for monitoring the security of remote learning systems, including data protection and safeguarding considerations.

IT technician/Website provider

IT staff are responsible for ensuring the learning platforms are working effectively and are accessible to our children remotely. They are also responsible for fixing issues with systems used to set and collect work and helping staff and parents with any technical issues they are experiencing.

SENCOs/ Inclusion Officers

SENCOs / Inclusion Officers will continue to communicate and provide support to children with SEND, as well as our disadvantaged/vulnerable children and families.

Family Support Worker

Our Family Support Worker will continue to support children and parents while they are at home (mainly through telephone conversations).

Designated Safeguarding Team

During partial or school closure The DSL's role will remain the same as it always is. Any relevant addendums will be added to our child protection policy as required. The DS team will continue normal procedures.

Pupils and parents

Pupils who are working remotely are expected to complete the work by the deadline set by their teachers. They may seek help if they need it from teachers or teaching assistants and alert teachers if they are not able to complete work. They should also be contactable during the school day.

Staff can expect parents with children learning remotely to encourage their child to complete work set by teachers, seek help from the school if they need it and make the school aware if their child is sick or otherwise cannot complete work.

Governing Body

The Trust Board and Local Governing Body are responsible for monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible. They also need to ensure that remote learning systems are appropriately secure, for both data protection and safeguarding reasons. They are also required to monitor staff and children's well-being.

Staff CPD

It is essential that all teachers and relevant staff are confident in all aspects of our Home Learning procedures and systems. Therefore, during the first half of the Autumn Term 2020, CPD will be provided on the content of this policy so that staff are aware of expectations and confident about meeting them. There will also be on-going support on online learning as required.

Online Safety and Data Protection

Online communication is a way of modern life and we expect everybody to behave in a positive manner, engaging respectfully with the school and each other, in the same way as they would face to face.

Staff are reminded to collect and/or share as little personal data as possible online. All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- o Keeping the device password-protected
- o Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- o Making sure the device locks if left inactive for a period of time
- o Not sharing the device among family or friends
- o Keeping operating systems up to date – always install the latest updates

Monitoring arrangements

This policy will be under continuous review by the Senior Leadership Team.

This policy may be read alongside other policies such as;

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

ICT and internet acceptable use policy

Online safety policy

This policy should also be read in conjunction with the Government publication, 'Remote Education Good Practice' 1st October 2020

https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice

Appendix 1

Early Years Foundation Stage

Details of websites that can be accessed at home to support children's learning and development in the early years. Always review the sites ahead of time so that you are able to help your children find the best resources available within the sites. Some offer a great number of games, songs, stories, videos etc., so it is important to know the site well in order to support and develop your child's learning.

Communication and Language/Literacy Development

Busy Things

www.busythings.co.uk

An excellent site built around the seven areas of learning in the Early Years Foundation Stage. You can access a free 7-day trial but you need to subscribe after this period to access the content – various subscription packages available.

Phonics Play

http://www.phonicsplay.co.uk/freeIndex.htm

Great site with some free phonics games

Cbeebies

www.bbc.co.uk/cbeebies

 Many games often recognised by children from their favourite programmes.

http://www.bbc.co.uk/schools/websites/eyfs/

Links to particular cbeebies games from areas of learning.

Oxford Owl

http://www.oxfordowl.co.uk/for-home/

Interactive books and reading activities to share with your child at home.

Sebastian Swan

www.sebastianswan.org.uk

Books for reading together with links to understanding of the world (good for natural science).

ICT Games

http://www.ictgames.com

Interactive numeracy and literacy games

http://www.ictgames.com/looCoverWriteCheck/LCWC_demo/index.html

 Good for spelling high frequency and tricky words!

Teach your monster to read

https://www.teachyourmonstertoread.com/

Exciting reading adventures, from recognising sounds to reading in full sentences

BookTrust

https://www.booktrust.org.uk/books-and-reading/

BookTrust is the UK's largest children's reading charity. This website offers advice and tips on reading at home as well as book recommendations and activities.

Alphablocks

https://www.bbc.co.uk/cbeebies/shows/alphablocks

Videos, quizzes and activities to support children in learning to read.

Mathematics Development

Topmarks

http://www.topmarks.co.uk/Search.aspx?Subject=37

 Games of varying quality to support different areas of learning.

Collins

https://collins.co.uk/pages/revision-homework-help

Downloadable literacy and mathematical booklets.

NRICH

https://nrich.maths.org/early-years

Useful activities to help your child to develop their mathematical understanding.

Crickweb

http://www.crickweb.co.uk/Early-Years.html

Interactive games to help with mathematics and literacy.

Numberblocks

https://www.bbc.co.uk/cbeebies/shows/numberblocks

Videos, quizzes and activities to support different areas of maths learning.

Physical Development

Spread the Happiness TV

https://www.youtube.com/channel/UCj0shfH3pzhrf3dOrSj_pRw

Spread the Happiness TV on YouTube – a collection of Dough Disco songs that will get your child's fine motor skills working

Dance 'n' Beats Lab

https://www.youtube.com/user/DanceandBeatsLab

Dance 'n' Beats is a research-based movement program. Children learn 21 movements, which build on coordination, flexibility and increase fitness.

Understanding the World

Science Sparks

https://www.science-sparks.com/early-years-science-themed-activities/

Simple, inexpensive science activities for the Early Years

Water Activities/Experiments

https://www.bigeyedowl.co.uk/science/water-activities.htm

3 useful activities to explore water with children.

Trees for Schools

http://www.treetoolsforschools.org.uk/categorymenu/?cat=activities

Many free resources and activities to engage with the natural world, from how to care for wildlife to identifying plants, fungi, trees, animals and birds.

Expressive Arts and Design

Nursery Rhymes and Songs

https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx

Animations of some of the best-known traditional nursery rhymes. An ideal resource to support your Early Years child.

Arts & Crafts Activities

https://www.activityvillage.co.uk/

Activity Village is a website which has a wide range of arts and craft activities for young children. It has lots of ideas to use all through the year.

https://www.learningandexploringthroughplay.com/

A blog full of arts and craft activities for children to do throughout the year, relating to a range of topics.

Religious Education

NATRE

http://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/

Home learning resources from RE today, suitable for 5-16 year olds.

Religions of the World

https://www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8

Animated BBC films to teach 3-7 year olds about different religions.

My Life, My Religion

https://www.bbc.co.uk/programmes/b05pc1c9/clips

 My Life, My Religion Short BBC films for 7-11 year olds featuring children from 5 of the world's major religions:

Charlie and Blue

www.truetube.co.uk/list?content%20types=films&keystages=key%20stage%201&page=1&

 Charlie and Blue films visiting places of worship, celebrating some festivals for 5-7 year olds.

BBC Bitesize

https://www.bbc.co.uk/bitesize/subjects/z7hs34j

7-11 year olds can find out about different religions and non-religious worldviews through BBC Bitesize.

True Tube

https://www.truetube.co.uk/list?content%20types=films&keystages=key%20stage%202&page=1&category=ethics%20and%20religion&

A series of films suitable for pupils aged 7-11 on a variety of topics such as a History of Islam in 10 minutes, the Easter story in 3 parts, a day in the life of a vicar, Bar and Bat Mitzvah, visits to places of worship in the Holy Cribs series.

CAFOD

https://cafod.org.uk/Education/Resources-for-school-closures

A set of printable resources suitable for Primary pupils.

 Jewish Museum London

https://jewishmuseum.org.uk/schools/curriculum/judaism/?_sft_jm_asset_keystage=key-stage-3

Pupils ages 5-11 can access lots of information, videos and resources on the Torah, Festivals such as Shabbat, Rosh Hashanah and Hanukah and other aspects of Jewish life like the Shema prayer found in a Mezuzah.

PSHE & Mental Health and Wellbeing

The following links and resources could be used to support your child's learning of PSHE as well as supporting their mental health and well-being.

NEW: Book of Hopes

https://literacytrust.org.uk/family-zone/9-12/book-hopes/

"The Book of Hopes: Words and Pictures to Comfort, Inspire and Entertain Children in Lockdown" A collection of poems and short stories from some of the world's best children's authors.

Explaining the coronavirus to young children

It can be difficult to explain why we have to stay indoors, wash our hands for 20 seconds and why some people we know are getting sick. There's an increasing number of resources you can access, for free, to help you to explain the coronavirus and social distancing to children.

#COVIBOOK Author **Manuela Molina**

https://www.mindheart.co/descargables

has created a book for children aged 7 and under. As the author explains, *"I have created this short book to support and reassure our children, under the age of 7, regarding the COVID-19. This book is an invitation for families to discuss the full range of emotions arising from the current situation."* This book is available to download in several languages, including English, Spanish, Italian, French, Portuguese, Polish, Russian, Chinese, Arabic and other languages too.

Nosy Crow

https://nosycrow.com/wp-content/uploads/2020/04/Coronavirus_INSwith-cover.pdf

have produced a FREE book for adults to read to their children, to help explain what the virus is and how to stay safe. The book was made with expert input from Professor Graham Medley of the London School of Hygiene & Tropical Medicine and has been illustrated by Axel Scheffler. This downloadable book is written in child-friendly language and will help to answer many questions children may have.

Children's Commissioner's Guide to Coronavirus

https://www.childrenscommissioner.gov.uk/report/childrens-guide-to-coronavirus/

The guide aims to answer children's questions about coronavirus, tell children how to stay safe and protect other people and how to help them make the best of their time at home.
There you will find links to websites with services to help if you are having any emotional or physical problems.

Resources to Support Wellbeing at Home

Strengthening Minds

https://www.childrenscommissioner.gov.uk/report/childrens-guide-to-coronavirus/
Strengthening Minds, a london-based organisation that supports the wellbeing of children and their families has created an excellent resource called **The Strengthening Minds Guide to Staying Home... In Style**. This free,

downloadable activity pack contains information, games and activities, for families, children, teenagers and there's a section on mindfulness and wellbeing. It's definitely worth checking out.

Nuffield Health

www.nuffieldhealth.com/kidswellbeing

Keeping a journal and doing daily exercise can help us to look after our wellbeing. You can download a free **Wellbeing Journal** and take part in some 15-minute exercises.

Spread the Happiness

https://www.spreadthehappiness.co.uk/free-tv-happy-links/

Singing and dancing are also a great way to help us feel happy. **Spread The Happiness** have shared their Nursery Rhymes and Dough Disco videos for free, here:

Cosmic Kids

https://www.spreadthehappiness.co.uk/free-tv-happy-links/

Yoga and Meditation can help children to relax and stay calm. Cosmic Kids Yoga channel on YouTube has free videos aimed at children aged 3+.

iMoves - iMovement

https://imoves.com/the-imovement

is a collection of resources including physical activities to help children and adults to stay active and to look after their wellbeing. You will find short 'Active Blasts' (10 minute work outs) to Yoga and mindfulness resources.

PSHE Activities

PSHE Challenges

https://www.cambslearntogether.co.uk/home-learning/challenges

Cambridgeshire PSHE Service have created some PSHE challenges which you can use as conversation starters as a family when talking about how the coronavirus has impacted our lives in different ways and how it will be remembered in the future.

The PSHE Association

https://www.pshe-association.org.uk/guide-parents-and-carers-educating-children-home

has created a guide for parents and carers who are educating children at home. You can download the pack here: Their website also contains a 'coronavirus hub' which they are adding content to regularly. https://www.pshe-association.org.uk/content/coronavirus-hub

Please note that some of the content, such as "The Sleep Factor" is currently only available to members but are available on the school website.

PSHE Lesson Online

BBC Live Lessons - Wellbeing 'Live Lesson' from the BBC
https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382

Useful websites for Parents and Carers

Setting up a successful home learning environment and creating a routine can be challenging. Here you can find an article written by teachers, sharing their tips about creating a timetable for learning at home:
www.theschoolrun.com/home-learning-timetables-for-coronavirus-school-closures

Anna Freud National Centre for Children and Families

https://www.annafreud.org/

has a wealth of resources to support parents and children with self-care, including advice about goal-setting, stress release, distraction techniques, self-talk and many more things you can do if you're feeling worried, low or anxious.

Further support for parents online
Here are some more websites that you might find helpful for supporting children when schools are closed or there are partial closures:

https://www.nspcc.org.uk/
http://www.safeguardingcambspeterborough.org.uk/children-board/parents-carers/
https://www.keep-your-head.com/cyp
https://www.thinkuknow.co.uk/parents/
https://www.womensaid.org.uk/
https://www.minded.org.uk/
https://emergingminds.org.uk/emerging-minds-covid-19-webinar-series/

<u>**Appendix 2**</u>

Tiers of Restrictions
The tiers below will **only** apply to you if your school is in an area of local restriction. Local and national authorities will decide which tier to implement. Bear in mind that they'll make decisions on a case-by-case basis, and may need to restrict pupil school attendance in different ways.

Tier 1 What it means

All schools will remain open.

Secondary schools: your staff and pupils should wear face coverings when moving around communal areas in school (outside classrooms) where it's difficult to stick to social distancing.

Primary schools: your staff and pupils don't need to wear face coverings, but you can choose to have staff and visitors wear them communal areas where it's difficult to stick to social distancing.

Tier 2 What it means

You'll remain open for all pupils if you're:

- An early years setting
- A primary school
- An alternative provision (AP) provider
- A special school or other specialist setting

Secondary schools:

You'll remain open full-time for vulnerable pupils and the children of critical workers

For other secondary pupils you'll move to a rota model combining on-site provision with remote learning. Pupils should only come in during their rota time

The same guidance on face coverings applies as in tier 1 (see above).

Tier 3 What it means

You'll remain open for all pupils if you're:

- An early years setting
- A primary school
- An AP provider
- A special school or other specialist setting

Secondary schools:

You'll only remain open full-time for vulnerable pupils, the children of critical workers and selected year groups (the DfE will identify what these are)

All other secondary pupils will need to stay at home and access remote learning

The same guidance on face coverings applies as in tier 1 (see above).

Tier 4 What it means

Early years settings, mainstream schools and colleges:

You'll only remain open for vulnerable pupils and the children of critical workers

You should provide remote education for all other pupils, who should stay at home

The same guidance on face coverings applies as in tier 1 (see above).